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Key to Icon

Web site.*

457.01 Introduction

This chapter discusses considerations related to potential social, economic and environmental justice impacts of a transportation project, including the following categories:

- ***Social*** – Impacts on community cohesiveness, neighborhood patterns, recreation or community facilities.
- ***Economic*** – Impacts to the local economy and long-term impacts, which may lead to significant economic loss of business and employment.
- ***Housing*** – Impacts on established housing areas.
- ***Relocation*** – Impacts that would require relocation of housing, businesses, farms, non-profit organizations or personal property.

For related information on environmental justice issues, see **Chapter 458**.

(1) Summary of Requirements

Under NEPA implementing regulations, social and economic impacts of transportation projects must be assessed and documented. Relocation policy is provided in the Uniform Relocation Assistance and Real Property Acquisition Act of 1970 as amended.

SEPA does not specifically require analysis of these issues in environmental documents, but it is assumed that these issues will be taken into account under the general umbrella of state policy.

(2) Abbreviations and Acronyms

Abbreviations and acronyms used in this chapter are listed below. Others are found in the general list in **Appendix A**.

* Web sites and navigation referenced in this chapter are subject to change. For the most current links, please refer to the online version of the EPM, available through the ESO home page: <http://www.wsdot.wa.gov/environment/>

ADA	Americans with Disabilities Act
CIA	Community Impact Assessment
EJ	Environmental Justice
LEP	Limited English Proficiency
Title VI	Title VI of the Civil Rights Act Of 1964
USDOJ	United States Department of Justice

(3) **Glossary**

See [Appendix B](#) for a general glossary of terms used in the EPM.

Joint Development – Participating jointly with a local jurisdiction or private party in an element of the project or impact mitigation.

457.02 Applicable Statutes and Regulations

This section lists the primary statutes and regulations applicable to social, economic, and relocation issues. See [Appendix D](#) for a list of statutes referenced in the EPM.

(1) **National Environmental Policy Act/State Environmental Policy Act**

The National Environmental Policy Act (NEPA), 42 USC 4321 et seq., requires that all actions sponsored, funded, permitted, or approved by federal agencies undergo planning to ensure that environmental considerations such as social and economic impacts are given due weight in project decision-making.

Federal implementing regulations are in 23 CFR 771 (FHWA) and 40 CFR 1500-1508 (CEQ).

Under the State Environmental Policy Act (SEPA), Chapter 43.21C RCW, with implementing rules (Chapter 197-11 WAC), it is assumed that “the general welfare, social, economic, and other requirements and essential considerations of state policy will be taken into account in weighing and balancing alternatives and in making final decisions.”

State implementing regulations are in Chapter 197-11 WAC and Chapter 468-12 WAC (WSDOT).

For details on NEPA/SEPA procedures, see [Chapter 410](#) and [Chapter 411](#).

(2) **Title VI of the Civil Rights Act of 1964**

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, and national origin in the provision of benefits and services resulting from federally assisted programs and activities. Gender was added in a later amendment. Title VI touches every aspect of WSDOT’s processes, mandating WSDOT to provide equal access to transportation-related processes for all people in the state. This includes equal participation in the public involvement process.

(3) **Uniform Relocation Assistance and Real Property Acquisition Policies Act**

This 1970 statute, amended in 1987, establishes a uniform policy for the fair and equitable treatment of individuals and businesses displaced as a direct result of programs or projects undertaken by a federal agency or with federal financial assistance.

The primary purpose of this Act is to ensure that such persons shall not suffer disproportionate adverse impact as a result of programs and projects designed for the benefit of the public as a whole and to minimize the hardship of displacement.

The Act is available at FHWA's web site:

 <http://www.fhwa.dot.gov/>

Click on FHWA Programs, then Environment, then Environmental Justice, then The Facts, then Legislation and Guidance.

Or by direct link:

 <http://www.fhwa.dot.gov/realestate/act.htm>

(4) *American with Disabilities Act and Age Discrimination Act*

Disabled individuals are protected under Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). The Age Discrimination Act of 1975 protects the elderly.

(5) *President's Executive Order 13166 – Limited English Proficiency*

The President's Executive Order 13166, on Improving Access to Services for Persons with Limited English Proficiency (August 11, 2000), is intended "to improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP)." This executive order is online at:

 <http://www.lep.gov/recip.html>

457.03 Policy Guidance

(1) *General Guidance*

Policy guidance for consideration of social and economic issues is contained in various FHWA documents, such as: 23 USC 109(h); FHWA's Technical Advisory T 6640.8; USDOT Order 5610.2 and FHWA Order 6640.23 addressing Environmental Justice; FHWA's Community Impact Assessment Guidebook; et al. Social and economic considerations are also emphasized through WSDOT's Managing Project Delivery and Executive Order 1028.00 on Context Sensitive Solutions.

Local comprehensive plans may contain policies addressing social issues and/or economic development. These are all good resources to utilize during preparation of studies of the human environment. See also [Sections 455.03](#), [456.03](#), and [458.03](#).

(2) *Relocation Policy*

Relocation policy is addressed in the Uniform Relocation Assistance and Real Property Acquisition Act of 1970 as amended.

(3) *Limited English Proficiency*

To implement Presidential Executive Order 13166, WSDOT and other agencies receiving assistance from the Federal government must take reasonable steps to

ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those agencies provide. For U.S. Department of Justice policy guidance and other information, please refer to the LEP web site:

 <http://www.lep.gov/recipe.html>

USDOT's LEP guidance can be accessed at:

 <http://www.usdoj.gov/crt/cor/lep/dotlep.htm>

Project teams should be aware of this guidance and try to ensure that project information is available to those impacted by a project that have limited proficiency in English. This may mean printing fliers or fact sheets in other languages or having interpreters available at public meetings. Identification of these populations is usually made through census data, contacts with social service agencies, and public involvement.

To implement Presidential Executive Order 13166, WSDOT and other agencies receiving assistance from the Federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those agencies provide. Please see **Section 458.03** for policy guidance from the U.S. Department of Justice and U.S. Department of Transportation.

457.04 Interagency Agreements

None.

457.05 Technical Guidance

Public communication and involvement help to identify the needs, viewpoints, and opinions of stakeholders in transportation projects and is one of the key elements of the FHWA and WSDOT project development process.

WSDOT guidance can be found in this chapter and in the Managing Project Delivery section of the *Design Manual* (M22-01)(Division 1, Chapter 140) located at:

 www.wsdot.wa.gov/fasc/engineeringpublications/manuals/designmanual.pdf

and on Context Sensitive Solutions located at:

 <http://www.wsdot.wa.gov/TA/Operations/LocalPlanning/contextsensitivesolutions.html>

FHWA guidance on public involvement is available online at FHWA's home page:

 <http://www.fhwa.dot.gov>

More information can also be found in the Environmental Justice chapter, **Chapter 458**.

(1) WSDOT Discipline Reports

WSDOT provides three Discipline Report checklists to assist project staff in preparing the social, economic and relocation impacts sections of environmental documents. If a checklist topic is not applicable, it is helpful to attach the completed checklist to the Discipline Report with an explanation as to why the

particular topic is not included, so the reviewer can see that it has been addressed.

The project team needs to decide whether discipline reports are needed for each of these three areas. Review of the checklists should help to determine whether a discipline report should be done or not. If the majority of the areas on the checklist need explanation, a discipline report is needed. If these areas are potentially controversial, completion of a discipline report becomes more important. Whether a discipline report is done or not, consideration and completion of the checklist items along with accompanying documentation is important.

Depending on the type and complexity of the project, these discipline reports may be separate or combined. If separate, references may need to be made as to where various types of information, such as relocations, can be found. Enough information needs to be provided for the reviewer to understand the affected environment, the potential effects of the project, and whether proposed avoidance and mitigation is adequate and appropriate.

When a low income or minority population has been identified, the Environmental Justice (EJ) checklist should also be used. Environmental justice is often combined with the social discipline report. However, if the analysis of effects to an EJ population is complex, a separate report may be more appropriate. See [Chapter 458](#) for details on environmental justice.

When preparing these discipline reports, team members should coordinate with local agencies in the project area, and with other disciplines such as noise and public involvement to share data and align conclusions.

Data collected for these discipline reports may contain sensitive information. If possible, include aggregate residential and business information in the discipline report, and keep more detailed information in a separate file.

(a) Social Elements

This Discipline Report should address community cohesion and regional and community population characteristics and growth. To give a more complete picture of the human environment and how it may be affected by the project, reference sections of the environmental document, such as noise, air, recreation, public services, pedestrian, transit and bicycle facilities, safety, public involvement and environmental justice. (See checklist in [Exhibit 457-1](#), and Step-by-Step guidance in [Exhibit 458-1](#) and [Exhibit 458-2](#).)

The “affected environment” covered by this Discipline Report should include community cohesion (neighborhood population characteristics and linkages with churches, schools and other community facilities and services); parks and recreation activities and facilities; population characteristics and growth (see [Section 451.05](#)); government, religious and social facilities and services; pedestrian, transit and bicycle facilities (see also [Section 460.05](#)); and environmental justice ([Chapter 458](#)) if applicable.

The discussion of population characteristics should specifically identify populations of minority, low income, elderly and disabled in the project area. This may also be done as part of the environmental justice analysis, although environmental justice applies specifically to low-income and minority people. Gathering this data helps to ensure that protected groups are not discriminated against, and provides valuable information for making sure public involvement is inclusive.

(b) Economic Elements

The area's general economic climate, established business districts, and businesses related to transportation facilities should be covered in this Discipline Report (see checklist, [Exhibit 457-2](#)). Any relocated businesses, which might affect community cohesion, should be identified.

The "affected environment" covered by this Discipline Report includes overall economic climate, farm and business activity, employment, property values, and local economy.

(c) Relocation

This Discipline Report should cover any possible relocation of residences, businesses or personal property caused by the transportation project or its effects. Enough information should be gathered on impacted businesses to be able to identify whether there could be disproportionate impacts on protected populations (see checklist, [Exhibit 457-3](#) and [Chapter 458](#)). If information on relocated businesses is combined with the economic discipline report and information on residential relocations is combined with the social discipline report, each discipline report should reference the other.

The "affected environment" covered by this Discipline Report includes population characteristics (such as ethnicity and race, disabled, elderly, family, income level, owner/tenant status); businesses (numbers and types of businesses and farms), employment, availability of replacement sites; and long term stability of the area.

When a low income or minority population has been identified, this is meant to be completed in combination with the Environmental Justice analysis. See [Chapter 458](#).

(2) FHWA Technical Advisory

FHWA Technical Advisory T 6640.8A, *Guidance for Preparing and Processing Environmental and Section 4(f) Documents* (October 30, 1987), gives guidance on preparing sections on social, economic, and relocation impacts.

This guidance, summarized below, is available online at FHWA's home page:

 <http://www.fhwa.dot.gov/>

Click on Legislation and Regulations, then FHWA Directives and Policy Memorandums, then FHWA Technical Advisories, then T6680.8A.

Or by direct link:

 <http://www.fhwa.dot.gov/legsregs/directives/techadvs/t664008a.htm>

(a) Social Impacts

The draft environmental document should discuss the following for each alternative:

- (a) changes in the neighborhoods or community cohesion for various social groups as a result of the proposed action;
- (b) changes in travel patterns and accessibility (e.g., vehicular, commuter, transit, bicycle, or pedestrian);
- (c) impacts on school districts, recreation areas, churches, businesses, and police and fire protection services (including both direct impacts to these entities and indirect impacts of displacing households and businesses);
- (d) impacts of alternatives on highway and traffic safety and on overall public safety;
- (e) social groups especially benefited or harmed by the proposed project, particularly disproportionate impacts to elderly, disabled, non-drivers, transit-dependent, minority, ethnic and low-income groups.

(b) Relocation Impacts

Following is a summary of information regarding households and businesses that should be discussed for each alternative when a proposed project will result in displacements:

- (a) Estimated number and characteristics of households to be displaced. (such as owner/renter, minority, low-income, elderly, disabled.)
- (b) Comparison of available comparable housing within reasonable distance with the housing needs of these households.
- (c) Affected neighborhoods, public facilities, non-profit organizations, unique or culturally specific businesses, special relocation considerations and the measures proposed to resolve these relocation concerns.
- (d) Measures to be taken if available alternate housing is inadequate.
- (e) Estimate of the numbers, descriptions, types of occupancy (owner/tenant), and sizes (number of employees) of businesses and farms to be displaced.
- (f) Description of business or farm products and services, particular requirements, and specific availability of replacement sites or buildings.
- (g) Coordination with local governments, organizations, groups, and individuals regarding residential and business relocation impacts, including any measures or coordination needed to reduce general and/or specific impacts. The report should include a statement that (1) the acquisition and relocation program will be conducted in accordance with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended, and (2) relocation resources are available to all relocatees without discrimination.

(c) Economic Impacts

Where there are foreseeable economic impacts, the draft environmental document should discuss the following for each alternative:

- (a) The economic impacts on the regional and/or local economy such as development, tax revenues and public expenditures, employment opportunities, accessibility, and retail sales.
- (b) Impacts on the economic vitality of existing highway-related businesses (e.g., gasoline stations and motels) and the overall local economy.
- (c) Impacts of the proposed action on established business districts, and any opportunities to minimize or reduce such impacts by the public and/or private sectors.

(d) Joint Development

Where appropriate, the draft environmental document should identify and discuss joint development measures, undertaken by WSDOT in cooperation with a local jurisdiction or private party, that will preserve or enhance an affected community's social, economic, environmental, and visual values.

This discussion may be presented separately or combined with the land use and/or social impacts presentations. The benefits to be derived, those who will benefit (e.g., communities and/or social groups), and the entities responsible for maintaining the measures should be identified.

(3) Other Resources

The following publications on community impacts may be useful in analyzing social and economic impacts.

National Community Impact Assessment Research Design Team – Recommendations for Development of the Strategic Plan. Prepared for FHWA by the Center for Urban Transportation Research, University of South Florida (April 1999).

Community Impact Mitigation Handbook. Publication No. FHWA-PD-98-024 (May 1998).

Community Culture and the Environment. A Guide to Understanding a Sense of Place. 2002, U.S. EPA (EPA 842-B-01-003).

Community Impact Assessment: A Quick Reference for Transportation. Publication No. FHWA-PD-96-036 (September 1996). See description in [Section 458.05](#).

The other documents may be available online in the future at FHWA's web site.

Meanwhile, a comprehensive bibliography for community impact assessment and environmental justice can be found at:

 <http://www.fhwa.dot.gov/>

Click on FHWA Programs, then Environment, then Environmental Justice, then Resources.

Or by direct link:

 <http://www.fhwa.dot.gov/environment/ejustice/lib/ejbib.pdf>

The index of resources is at:

 <http://www.fhwa.dot.gov/environment/ejustice/lib/index.htm>

Also, resources for environmental justice can be found at:

 <http://wsdot.wa.gov/>

Click on Environmental, then Environmental Justice.

Or by direct link:

 <http://www.wsdot.wa.gov/environment/envJustice/default.htm>

457.06 Permits and Approvals

None.

457.07 Non-Road Project Requirements

Ferry, rail, aviation, and non-motorized transport systems are generally subject to the same policies, procedures, and permits that apply to road projects.

457.08 Exhibits

Exhibit 457-1 – Discipline Report Checklist, Social Elements.

Exhibit 457-2 – Discipline Report Checklist, Economic Elements.

Exhibit 457-3 – Discipline Report Checklist, Relocation.

Discipline Report Checklist Social Elements

Project Name: _____ Job Number: _____

Contact Name: _____

Date Received: _____ Date Reviewed: _____ Reviewer: _____

(SAT = Satisfactory; INC = Incomplete; MIS = Missing; N/A = Not Applicable)

The following checklist is guidance. Discipline report writers should adjust contents according to complexity and type of project. Reviewers should use the checklist adjusting its use where appropriate. However, all users should be aware of requirements that are driven by regulations and address those areas accordingly.

I. Studies and Coordination

(Applicable laws: 42 USC 2000d-d4, Title VI of the Civil Rights Act of 1964, 40 CFR. 1500-1508 (CEQ)), 23 CFR 771 (FHWA)

SAT INC MIS N/A

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--|----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | A. | Describe studies performed and coordination with local agencies. Identify agencies and programs administered. |
|--------------------------|--------------------------|--------------------------|--|----|---|

II. Public Involvement/Interaction

SAT INC MIS N/A

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | A. | Description of public involvement/interaction plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1. | Include any tribal contact and determine if government-to-government consultation is needed. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. | Include any targeted outreach to minority, disabled, elderly and low-income populations, as applicable. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. | Include any specific efforts to address limited English proficiency, if applicable. |

III. Affected Environment

Report should include a description of each Section 4(f) resource:

SAT	INC	MIS	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A. Community Cohesion. Describe neighborhood population characteristics (e.g., minority, elderly, disabled, transit-dependent, large family, income level, owner/tenant status). Access and linkages with community facilities/services (churches, schools, community centers, etc.). (If a low-income and/or minority population is identified, see Environmental Justice, Section 458 .)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Recreation. Describe and show maps of the type and location of parks, recreation areas, recreation trails, and natural landmarks. Include information on:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Available activities and facilities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Use and number of users per activity.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Unique qualities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Statement of national, state, or local significance as determined by official with jurisdiction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Access.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Ownership.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Section 4(f) and/or 6(f) applicability.
				C. Regional and Community Growth. Consider:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Local and regional population - breakdown by towns and communities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2. Population projected changes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		a. Ethnic/racial composition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		b. Age/family composition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		c. Income levels/major employment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		d. Limited English composition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		e. Disabled composition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		f. Status of community, if in transition.
				D. Services. Discuss:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Educational facilities and attendance boundaries.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Religious institutions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Social institutions (community centers, fraternal organizations, children's homes, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Medical services (hospitals, nursing homes, medical and dental clinics, etc.).

SAT INC MIS N/A

☐ ☐ ☐

5. Fire and police protection.

☐ ☐ ☐

6. Public services and utilities (energy, telephone, cable, water, sewer, solid waste, storm water, and others as appropriate).

☐ ☐ ☐ ☐

7. Cemeteries.

☐ ☐ ☐ ☐

8. Government institutions and national defense installations.

☐ ☐ ☐ ☐

9. Other governmental services. Particularly social service/aid programs and locations as relates to proposed action.

E. Pedestrian, Bicyclist, and Transit Facilities.

☐ ☐ ☐ ☐

1. Describe location and type of existing facilities, including discussion of local plans.

☐ ☐ ☐ ☐

2. State whether local and land use/recreation plans include bike/pedestrian/transit facilities. Include paratransit where appropriate.

☐ ☐ ☐ ☐

3. Consider travel times (if available), capacity, circulation, and congestion on other facilities in the region.

☐ ☐ ☐ ☐

4. Discuss whether new facilities are proposed, include sufficient information to explain the basis for providing them (e.g., proposed bicycle facility is a link in the local plan, a new bus stop is needed, or sidewalks will reduce project access impact).

☐ ☐ ☐ ☐

5. Discuss safety issues as they relate to pedestrians and bicyclists.

☐ ☐ ☐ ☐

6. Discuss whether the project has potential to connect existing bike/pedestrian/transit facilities.

F. Environmental Justice.

☐ ☐ ☐ ☐

1. Document the presence of low income or minority communities.

(If low income and/or minority population is identified, refer to Section 458.)

IV. Impacts

SAT INC MIS N/A

A. Community Cohesion. Consider project effects on the community such as:

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1. Impacts on community life. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2. Effects on persons and groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 3. Changes in social relationships/patterns. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Isolation - community divided or set apart by project. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 5. Redistribution, influx or loss of population. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Cutting off streets. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Separating residences from community facilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Separating adjoining residential areas. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Isolating areas. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 10. Increasing automobile dependency. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 11. Impact to and availability of affordable and accessible housing supply within the study area. |

B. Recreation. Consider direct and indirect (growth induced, etc.) impacts on:

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Facilities/capacity. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Access. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Aesthetics. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Air quality. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Noise. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Water. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Land use in the vicinity. |

C. Cultural Resources

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Describe any impacts to tribal areas i.e.: usual and customary (reference Cultural Resources discipline report.). |
|--------------------------|--------------------------|--------------------------|--------------------------|--|

D. Recreational and Community Growth. Consider:

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Population changes caused by the proposed project (CEQ 1508.8(b)). Include estimates on the effects such changes will have on the resource base in the study area. (Where a project induces significant growth, discuss the impacts of such growth under the appropriate headings in this outline. See also E.) |
| | | | | 2. Effect on characteristics of population in the study area. |

SAT INC MIS N/A

☐ ☐ ☐

a. Ethnic/racial composition.

☐ ☐ ☐

b. Age/family composition.

☐ ☐ ☐

c. Income levels/major employment.

☐ ☐ ☐

3. Effect on population growth patterns.

E. Services. Consider the following impacts on each of the services listed in II.D., above.

☐ ☐ ☐

1. Changes in service travel times.

☐ ☐ ☐

2. Circuitry of access.

☐ ☐ ☐

3. Changes in service area.

☐ ☐ ☐

4. Potential new or additional public facilities and services needed.

F. Pedestrian, Transit and Bicyclist Facilities. Consider:

☐ ☐ ☐ ☐

1. Use projections/capacity - design year data.

☐ ☐ ☐ ☐

2. Safety/travel time.

☐ ☐ ☐ ☐

3. Circulation changes.

☐ ☐ ☐ ☐

4. How changes in accessibility will affect facility users.

☐ ☐ ☐ ☐

5. Describe provisions included in the project for a reasonable alternative route, or demonstrate that such a route exists.

☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

V. Mitigation

Consider:

SAT INC MIS N/A

A. Community Cohesion. Describe:

☐ ☐ ☐ ☐

1. Mitigation measures and commitments.

☐ ☐ ☐ ☐

2. Mitigation measures considered or available but not included, with reasons why.

B. Recreation. Describe:

☐ ☐ ☐ ☐

1. Mitigation measures and commitments, including 6(f) if applicable.

☐ ☐ ☐ ☐

2. Mitigation measures considered or available but not included, with reasons why.

SAT	INC	MIS	N/A
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- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. | Regional and Community Growth. Mitigation is normally not applicable. (See "Land Use.") |
| | | | | D. | Services. Describe: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 1. Mitigation measures and commitments. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2. Mitigation measures considered or available but not included, with reasons why. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. | Pedestrian, Transit and Bicyclist Facilities. Discuss any proposed measure to avoid or reduce adverse impacts on the facility and its users. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | F. | Describe efforts to mitigate impacts on any potentially impacted low income and/or minority communities in the environmental process. (This can be done in separate EJ report) |

VI. Summary

Summarize the analysis done and conclusions reached. The summary should include enough detail so that it can be included in the environmental document with only minor modification. The summary should include:

SAT	INC	MIS	N/A
-----	-----	-----	-----

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--|----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | A. | The objectives of the project. |
| | | | | B. | Current land use patterns. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | 1. Include any impact on usual and accustomed areas used by tribes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | C. | Impacts of all alternatives including the no-build alternative. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | D. | Recommended mitigation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | E. | Comparison of alternatives based on impacts and cost effectiveness of mitigation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | F. | Describe public involvement /interaction plan, types of public involvement, timing. |

General Comments: _____



Discipline Report Checklist Economic Elements

Project Name: _____ Job Number: _____

Contact Name: _____

Date Received: _____ Date Reviewed: _____ Reviewer: _____

(SAT = Satisfactory; INC = Incomplete; MIS = Missing; N/A = Not Applicable)

Answers are required for questions that have no N/A box.

The following checklist is guidance. Discipline report writers should adjust contents according to complexity and type of project. Reviewers should use the checklist adjusting its use where appropriate. However, all users should be aware of requirements that are driven by regulations and address those areas accordingly.

I. Studies and Coordination

(Refer to National Cooperative Highway Research Report-122, *Summary and Evaluation of Economic Consequences of Highway Improvements*.)

SAT INC MIS N/A

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. | Field interviews with employers in impacted area. Include small, large, minority owned and any unique businesses. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. | Discuss what kind of adverse impact any relocations could have on employees as well as local economy; i.e.: where do employees live? How do they get to work? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. | Residents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. | County and city government officials. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. | Local business and economic leaders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. | Studies of existing conditions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | F. | New industrial and commercial development in various planning or construction phases. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | G. | Market feasibility studies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | H. | Real estate transactions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I. | Property assessment valuations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | J. | County tax rolls. |

II. Affected Environment

SAT INC MIS N/A

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | A. | Describe general economic climate of the area. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. | Include established business districts and transportation facility related business. |

III. Impacts

SAT INC MIS N/A

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----|--|
| | | | | A. | Describe effects on overall business activity of: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. | Loss of productive business or farm property through induced development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | 2. | Increases or decreases in travel time for shipment of goods. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. | Changes in business and shopping patterns as a result of changes in accessibility; e.g., effects on highway related businesses. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. | Loss of business due to construction of alternative on new alignment including any businesses important to low-income and/or minority populations. |
| | | | | B. | Describe increase, decrease, or change in location in permanent jobs after completion, due to: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. | Basic industry or commercial location and relocation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. | Bypass diversions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. | Barrier effects. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. | Induced growth or development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. | Facility relocation. |
| | | | | C. | Describe effects on property value trends and the local economy of: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. | Traffic volumes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. | Competing enterprises and centers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. | Visibility. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. | Physical access to facility or property. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. | Altered commercial sales potential. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. | Reduced revenue from loss of taxable property to highway right of way. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. | Changed revenue from in-migration or out-migration of high tax-producing land users. |

SAT INC MIS N/A

D. Describe these effects on the region:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Effects on bypassed communities and/or businesses.
2. Effects on areas in proximity to the facility.
3. Effects on areas near interchanges or transit stops.

IV. Mitigation

SAT INC MIS N/A

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A. Mitigation measures and commitments; e.g., access control, commitments to minority/low income affected community.
- B. Mitigation measures considered or available but not included, with reasons why.

V. Construction Activity Impacts

(All impacts associated with construction of the project are to be addressed in a “Construction Activity Impacts” section of the environmental document. Provide the following information, as appropriate, for inclusion in that section.)

SAT INC MIS N/A

A. Under **Impacts**, consider temporary construction effects, such as:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Construction expenditures.
2. Temporary construction revisions to business or farm access.
3. Temporary jobs created during construction.
4. Impact of construction expenditures on sales tax revenues (consider multiplier effect).

B. Under **Mitigation**:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Mitigation measures and commitments; e.g., access provisions, public information program for construction activities.
2. Mitigation measures considered or available but not included, with reasons why.

VI. Summary

Summarize the analysis done and conclusions reached. The summary should include enough detail so that it can be included in the environmental document with only minor modifications.

SAT INC MIS N/A

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A.	The objectives of the project.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.	Current economic activity and patterns.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.	Impacts of all alternatives including the no build.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	Recommended mitigation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B.	Alignment with any local comprehensive and/or neighborhood plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C.	Comparison of alternatives based on impacts and cost effectiveness of mitigation.

General Comments: _____

[illegible]

Discipline Report Checklist Relocation

Project Name: _____ Job Number: _____

Contact Name: _____

Date Received: _____ Date Reviewed: _____ Reviewer: _____

(SAT = Satisfactory; INC = Incomplete; MIS = Missing; N/A = Not Applicable)

Answers are required for questions that have no N/A box.

To be used if project displaces homes and/or businesses.

The following checklist is guidance. Discipline report writers should adjust contents according to complexity and type of project. Reviewers should use the checklist adjusting its use where appropriate. However, all users should be aware of requirements that are driven by regulations and address those areas accordingly.

I. Studies and Coordination

(Refer to Uniform Relocation Assistance and Real Property Acquisition Policy Act of 1970 as amended in 1987.)

Consider:

SAT	INC	MIS	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A. Census data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Social/economic reports.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Contact with community leaders and local officials.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		D. Field surveys.

II. Affected Environment

Discuss (if necessary):

SAT	INC	MIS	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Characteristics of the affected area, such as minority and ethnic, disabled, elderly, family size, income level, owner/tenant status, and long-term stability of the area (e.g., is the area in transition?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Numbers, descriptions, types of occupancy, and sizes (number of employees) of business and farms within the area. Describe business or farm products or services, particular requirements, specific availability of replacement sites/buildings.

III. Impacts

SAT	INC	MIS	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Residential impacts. Include an estimate of the number of households to be displaced and any anticipated relocation problems to the extent such information is available. Describe:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Dwelling types(s); i.e., single-family, multi-family, Section 8 or other subsidized housing, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Occupancy type (owner/tenant).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Resident characteristics.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Elderly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Disabled.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Minorities (racial, ethnic, or religious groups).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Income level (low, middle, high).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Large or small families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Length of occupancy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Transit dependency.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Limited English speaking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Summarize how many minority and/or low-income households are impacted.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Business, farm, and nonprofit organization impacts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Estimate of the number, types, and sizes of businesses, farms, and nonprofit organizations to be displaced. How many of these are minority owned or operated?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. The approximate number of employees for each business, farm, and nonprofit organization.

IV. Mitigation

Discuss relocation assistance. (Preparers should consult regional Real Estate Services personnel as early as possible for assistance in preparing relocation information.)

SAT	INC	MIS	N/A	
				A. Residential.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Describe available housing in the area and the ability to provide suitable relocation housing for residents being displaced, including moving existing structures to a new location.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Describe any special advisory or other services that will be necessary for special relocation problems.

SAT INC MIS N/A

☐ ☐ ☐ ☐

3. Include a statement of commitment to last resort housing when sufficient comparable replacement housing may not be available.

B. Business, farm, and nonprofit organizations.

☐ ☐ ☐ ☐

1. Discuss probable availability of replacement facilities for business and nonprofit organizations, including moving existing structures to a new location.

☐ ☐ ☐ ☐

2. Discuss potential relocation of farm operations.

☐ ☐ ☐ ☐

C. Include a statement that the acquisition and relocation program will be conducted in accordance with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended, and that relocation resources are available to all residential and business relocatees without discrimination.

☐ ☐ ☐ ☐

D. Describe specific measures or coordination discussed with local governments, organizations, etc., to reduce general or specific impacts. Special financial and incentive programs or opportunities (beyond those provided by the Uniform Relocation Assistance Act) available throughout other agencies or organizations for residential and business relocatees may be identified.

☐ ☐ ☐ ☐

E. Describe any additional mitigation measures and commitments.

V. Construction Activity Impacts

All impacts associated with construction of the project are to be addressed in a “Construction Activity Impacts” section of the environmental document. Provide the following information, as appropriate, for inclusion in that section.

SAT INC MIS N/A

☐ ☐ ☐ ☐

A. **Impacts** Normally not applicable.

☐ ☐ ☐ ☐

B. **Mitigation** Normally not applicable.

V. Summary

Summarize the analysis done and conclusions reached. The summary should include enough detail so that it can be included in the environmental document with only minor modification. The summary should include.

SAT	INC	MIS	N/A
-----	-----	-----	-----

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Objectives of the project. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Current housing availability and vacancy rates. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Impacts of all alternatives including the no-build. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Recommend mitigation and reference to the Uniform Relocation Act. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Comparison of alternatives based on impacts and cost effectiveness of mitigation. Total relocations/displacements including number or percentage of minority/low-income households/businesses impacted. Separate into households impacted and businesses impacted. |

General Comments: _____
